

Social Studies 10-1 AP PREP: Perspectives on Globalization

COURSE OUTLINE

OVERVIEW:

To what extent should we embrace globalization? There are many perspectives on this issue, and you will investigate them by examining globalization's origin, its impacts on lands, cultures, economies, human rights, and quality of life, and its impacts at local, national, and international levels. You will explore the relationship among globalization, citizenship, and identity with emphasis from a developing personal perspective.

The Advanced Placement component will include a greater focus on European History in connection to the topic of globalization.

Key Issue	Key Outcome
To what extent should we embrace globalization?	Students will understand, assess and respond to the complexities of globalization.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should globalization shape identity? 	Students will explore the impacts of globalization on their lives.
<ul style="list-style-type: none"> 2. To what extent should contemporary society respond to the legacies of historical globalization? 	Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.
<ul style="list-style-type: none"> 3. To what extent does globalization contribute to sustainable prosperity for all people? 	Students will assess economic, environmental and other contemporary impacts of globalization.
<ul style="list-style-type: none"> 4. To what extent should I, as a citizen, respond to globalization? 	Students will assess their roles and responsibilities in a globalizing world.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXT: *Exploring Globalization*.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Please note that all AP material will be evaluated as Assessment for Learning, and will be used to facilitate determining whether or not a student can continue in the Advanced Placement stream.

Social Studies 10-1: Perspectives on Globalization

COURSE OUTLINE

OVERVIEW:

To what extent should we embrace globalization? There are many perspectives on this issue, and you will investigate them by examining globalization's origin, its impacts on lands, cultures, economies, human rights, and quality of life, and its impacts at local, national, and international levels. You will explore the relationship among globalization, citizenship, and identity with emphasis from a developing personal perspective.

Key Issue	Key Outcome
To what extent should we embrace globalization?	Students will understand, assess and respond to the complexities of globalization.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should globalization shape identity? 	Students will explore the impacts of globalization on their lives.
<ul style="list-style-type: none"> 2. To what extent should contemporary society respond to the legacies of historical globalization? 	Students will assess impacts of historical globalization on indigenous and nonindigenous peoples.
<ul style="list-style-type: none"> 3. To what extent does globalization contribute to sustainable prosperity for all people? 	Students will assess economic, environmental and other contemporary impacts of globalization.
<ul style="list-style-type: none"> 4. To what extent should I, as a citizen, respond to globalization? 	Students will assess their roles and responsibilities in a globalizing world.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY

S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXT:
Exploring Globalization.

EVALUATION:
Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Social Studies 10-2: Living in a Globalized World

COURSE OUTLINE

OVERVIEW:

To what extent should we embrace globalization? People differ in their response to this issue, and you will investigate these views by examining globalization's history, its effects on lands, cultures, economies human rights, and quality of life, and its impacts at local, national, and international levels. You will explore the relationship among globalization, citizenship, and identity with emphasis from a developing personal perspective.

Key Issue	Key Outcome
To what extent should we embrace globalization?	Students will understand, assess and respond to the complexities of globalization.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. Should globalization shape identity? 	Students will explore the impacts of globalization on their lives.
<ul style="list-style-type: none"> 2. Should people in Canada respond to the legacies of historical globalization? 	Students will understand the effects of historical globalization on indigenous and nonindigenous peoples.
<ul style="list-style-type: none"> 3. Does globalization contribute to sustainable prosperity for all people? 	Students will understand economic, environmental and other impacts of globalization.
<ul style="list-style-type: none"> 4. Should I, as a citizen, respond to globalization? 	Students will examine their roles and responsibilities in a globalizing world.

The following skills and processes are outcomes for Social Studies 10-2 through 30-2. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXT:

Living in a Globalized World.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only SUMMATIVE EVALUATION or ASSESSMENT OF LEARNING activities will be used to determine course work grades. SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Social Studies 20-1 AP: Perspectives on Nationalism

COURSE OUTLINE

OVERVIEW:

To what extent should we embrace nationalism? There are many perspectives on this issue, and you will investigate them by examining nationalism's origin, its influence on regional, international and global relations. You will explore the relationship among nationalism, citizenship, and identity with emphasis from a developing personal perspective.

Key Issue	Key Outcome
To what extent should we embrace nationalism?	Students will understand, assess and respond to the complexities of nationalism.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should nation be the foundation of identity? 	Students will explore the relationships among identity, nation and nationalism.
<ul style="list-style-type: none"> 2. To what extent should national interests be pursued? 	Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.
<ul style="list-style-type: none"> 3. To what extent should internationalism be pursued? 	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
<ul style="list-style-type: none"> 4. To what extent should individuals and groups in Canada embrace a national identity? 	Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXTS:

Perspectives on Nationalism.
Western Civilization.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Please note that all AP material will be evaluated as Assessment for Learning, and will be used to facilitate determining whether or not a student can continue in the Advanced Placement stream.

Social Studies 20-1: Perspectives on Nationalism

COURSE OUTLINE

OVERVIEW:

To what extent should we embrace nationalism? There are many perspectives on this issue, and you will investigate them by examining nationalism's origin, its influence on regional, international and global relations. You will explore the relationship among nationalism, citizenship, and identity with emphasis from a developing personal perspective.

Key Issue	Key Outcome
To what extent should we embrace nationalism?	Students will understand, assess and respond to the complexities of nationalism.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should nation be the foundation of identity? 	Students will explore the relationships among identity, nation and nationalism.
<ul style="list-style-type: none"> 2. To what extent should national interests be pursued? 	Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.
<ul style="list-style-type: none"> 3. To what extent should internationalism be pursued? 	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
<ul style="list-style-type: none"> 4. To what extent should individuals and groups in Canada embrace a national identity? 	Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXT:

Perspectives on Nationalism.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Social Studies 20-2: Understandings of Nationalism

COURSE OUTLINE

OVERVIEW:

To what extent should we embrace nationalism? People differ in their response to this issue, and you will investigate these views by examining nationalism's history and its current understanding in Canada and the world. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined. You will examine emerging issues related to nationalism from a developing personal perspective.

Key Issue	Key Outcome
To what extent should we embrace nationalism?	Students will understand, assess and respond to the complexities of nationalism.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. Should nation be the foundation of identity? 	Students will explore the relationship among identity, nation and nationalism.
<ul style="list-style-type: none"> 2. Should nations pursue national interest? 	Students will understand the impacts of nationalism, ultranationalism and the pursuit of national interest.

<ul style="list-style-type: none"> 3. Should internationalism be pursued? 	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
<ul style="list-style-type: none"> 4. Should individuals and groups in Canada embrace a national identity? 	Students will understand the complexities of nationalism within the Canadian context.

The following skills and processes are outcomes for Social Studies 10-2 through 30-2. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXT:

Understanding Nationalism.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done.

These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Social Studies 30-1 AP: Perspectives on Ideology

COURSE OUTLINE

OVERVIEW:

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to the emergent global issues.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should ideology be the foundation of identity? 	Students will explore the relationship between identity and ideology.
<ul style="list-style-type: none"> 2. To what extent is resistance to liberalism justified? 	Students will assess impacts of, and reactions to, principles of liberalism.
<ul style="list-style-type: none"> 3. To what extent are the principles of liberalism viable? 	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
<ul style="list-style-type: none"> 4. To what extent should my actions as a citizen be shaped by an ideology? 	Students will assess their rights, roles and responsibilities as citizens.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXTS:

Perspectives on Ideology.

Western Civilization.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 70% of the final grade, and the final exam is worth 30%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Social Studies 30-1: Perspectives on Ideology

COURSE OUTLINE

OVERVIEW:

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to the emergent global issues.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should ideology be the foundation of identity? 	Students will explore the relationship between identity and ideology.

<ul style="list-style-type: none"> • 2. To what extent is resistance to liberalism justified? 	Students will assess impacts of, and reactions to, principles of liberalism.
<ul style="list-style-type: none"> • 3. To what extent are the principles of liberalism viable? 	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
<ul style="list-style-type: none"> • 4. To what extent should my actions as a citizen be shaped by an ideology? 	Students will assess their rights, roles and responsibilities as citizens.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.
S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXTS:
Perspectives on Ideology.

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 50% of the final grade, and the final exam is worth 50%.

Only **SUMMATIVE EVALUATION** or **ASSESSMENT OF LEARNING** activities will be used to determine course work grades. **SUMMATIVE EVALUATIONS-ASSESSMENT OF LEARNING** are activities that assess student acquisition of knowledge and skills from the Alberta Education Program of Studies, and will be done after students have had opportunities to practice these. **FORMATIVE EVALUATIONS-ASSESSMENT FOR LEARNING** will also be done. These are activities which are used for feedback purposes to help the students in their acquisition and practice of knowledge and skills prior to summative evaluation rather than used to determine grades.

Social Studies 30-2: Understandings of Ideologies

COURSE OUTLINE

OVERVIEW:

Students will explore the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
<ul style="list-style-type: none"> 1. To what extent should ideology be the foundation of identity? 	Students will explore the relationship between identity and ideology.
<ul style="list-style-type: none"> 2. To what extent is resistance to liberalism justified? 	Students will understand impacts of, and reactions to, liberalism.
<ul style="list-style-type: none"> 3. To what extent are the principles of liberalism viable? 	Students will understand the extent to which the values of liberalism are viable in a contemporary world.
<ul style="list-style-type: none"> 4. To what extent should my actions as a citizen be shaped by an ideology? 	Students will assess their rights, roles and responsibilities as citizens.

The following skills and processes are outcomes for Social Studies 10-1 through 30-1. Students will:

DIMENSIONS OF THINKING
S.1 develop skills of critical thinking and creative thinking.
S.2 develop skills of historical thinking.
S.3 develop skills of geographic thinking.

S.4 demonstrate skills of decision making and problem solving.
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE
S.5 demonstrate skills of cooperation, conflict resolution and consensus building.
S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
RESEARCH FOR DELIBERATIVE INQUIRY
S.7 apply the research process.
COMMUNICATION
S.8 demonstrate skills of oral, visual and textual literacy.
S.9 develop skills of media literacy.

TEXTS:

Understanding of ideology

EVALUATION:

Student final grades will be determined through course work and a common final exam. Course work is worth 50% of the final grade, and the final exam is worth 50%.

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